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War itself by taking away its newness. The connected sentences are also intended to take the place of the supplementary reading usually found in such books. In this regard they are a success. Another of their purposes is, as stated by the authors, to provide "review work in construction, thus making it possible to devote the detached Latin sentences exclusively to the topic of the particular lesson." In this regard they seem to be a partial failure. These exercises, although intended to give review, do not in a strict sense do so. Only one exercise out of every three furnishes a single example of the principle explained in the lesson immediately preceding. By thus neglecting this first and best opportunity for reviewing, they furnish only a haphazard review, not a systematic, thorough one. The six lines of detached Latin sentences in each lesson, and the conversation exercises make no pretence of providing review and the English exercises often furnish only one sentence dealing with the preceding lesson. Thus through the failure of the connected Latin to provide for proper review there is no thorough review in the book.

The book, then, is composed of sixty-five units, each fairly strong and accurate in itself, but not welded together into an effective whole. Among minor points worthy of commendation may be noted the following: the union of third declension *i*-stem and mixed-stem words under the name *i*-stems; the simple rule for the ablative of comparison, requiring no footnote to explain it; the presence of a complete paradigm of *filius*, that arch enemy of the young linguist; the careful distinction between the adjective and substantive meanings of the pronouns; lastly, the absence of puzzle sentences.

The red cover with its gilt lettering, and the text with its wide spacing between words, challenge attention without offending the eye. As pictures are lacking, the map of Gaul is the sole example of the engraver's art. There are almost no typographical errors. A careful search has revealed only two, both trivial; the omission of an interrogation point at the foot of p. 264 and the occurrence of the number 207 in place of the more direct 212 near the foot of p. 295.

HOWARD F. TAYLOR

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Helps to the Reading of Classical Latin Poetry. By LEON J. RICHARDSON.
Boston: Ginn & Co., 1907. Pp. 66. \$0.50.

"The Latin student, already grounded in simple prose and now approaching the poets, should hear Latin poetry read in large masses by a reader competent to give fair enunciation and expression; and then, while the sounds are still ringing in his ears, he should read for himself." Toward reaching this goal a book can do no more than give assistance, and that is all that is attempted in this one. The first twenty-one pages contain a discussion of rhythm as it appears in poetry, its nature, the means it employs, its relation to meter and to the expression of thought. The illustrations are here almost entirely English, which is sufficient to make the author's meaning clear, but it leaves the reader an unnecessary distance away from the *viva voce* reading of Latin poetry itself. Abundant Latin illustrations should also have been given.

The last part of the book deals with the various details of scansion—syllables, feet, cola, etc., somewhat more fully than the grammars, and often

in a suggestive and helpful way. The citations from ancient grammarians are not too numerous, and are well selected. In the treatment of the syllable the results reached by Professor Dennison in his article, "Syllabification in Latin Inscriptions" are incorporated; and in the chapter on the hexameter a table is given (compiled from La Roche, *d. Hexameter bei Vergil*), which shows how often each type of hexameter is used in the *Aeneid*. The commonest of all, we learn, is that which has a dactyl in the first and fifth foot, then those with a dactyl in the first, second and fifth, in the first, third and fifth, etc.

For the teacher's purposes this part of the book might have been greatly improved by the addition of a full and fair statement of some of the methods actually employed in oral scansion, together with some of the arguments made to support them. A Latin teacher should at least have an inkling that the way in which he learned to scan himself is not the only or the necessary way, but that some play must be allowed to suit individual capacity and preference. If we are to read Latin poetry as we do English poetry, we must have the same freedom also which we enjoy in doing the latter.

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The Development of Standard English Speech in Outline. By J. M. HART.
New York: Henry Holt & Co., 1907. Pp. x+93.

Lest the title of his little book should be misunderstood, Professor Hart has explained in his preface that the "book is not a history of the language, not even in the barest outline, but merely an attempt to show how the Englishman or American of today has come by his pronunciation." In fact the author has prepared for a larger audience the lectures he has given for some years to students of Middle English in Cornell University. Books that are the outcome of courses of lectures are not always pleasing to the reader, for they retain necessarily something of the atmosphere of the classroom and of methods of presentation best suited to the platform or the desk. But in this case, owing to the nature of the subject, there is a positive gain in clearness and simplicity of expression. The publication is the result of ripe scholarship, dealing with a subject of considerable difficulty, still unsettled in many of its details. The author has selected from the mass of material, provided by the investigations of many scholars, the most important facts and those sufficiently established, illustrating them by a few well-chosen examples, and calling attention as he passes to important or interesting exceptions to the laws of change. He has also pointed out certain peculiarities of pronunciation that are still unexplained and apparently inconsistent. Though not writing a history of the language, the author has followed the historical order, which is the only profitable way of dealing with such matters. His book consists of three chapters. There is a short introductory chapter, referring to the influence of Danish and French upon English, distinguishing the three periods—Old, Middle, and Modern English, and indicating the distribution of the language into southern, midland and northern dialects. Then comes a chapter of forty pages on vowel changes, including vowel-lengthening, vowel-shortening, changes in vowel-quality, diphthongization, and a chrono-